**ELD Weekly Planner**

**Function(s): Reading Strategies, Opinion Paragraph, Descriptive Sentences Instructional Materials: *Edge***

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| Objectives | | Monday the 14th | Tuesday the 15th | Wednesday the 16th | Thursday the 17th | Friday the 18th |
| Students will be able to use (topic vocabulary or pattern) in order to (do what?). | | I will use the reading strategy ‘clarify vocabulary’ in order to determine word meanings. | I will use the reading strategy ‘identify sequence’ in order to retell a story in the correct order. | I will use examples from a text in order to write an opinion paragraph with textual support. | I will use adverbs to write descriptive sentences. | I will use adverbs to write descriptive sentences. |
| Language to Teach | |  |  |  |  |  |
| **Language Patterns “Mortar”**  **See ELD Matrix Tab 3 Function Tools** | **Grammatical Forms** to help determine the “mortar” patterns. | n/a | n/a | n/a | adverbs | adverbs |
| Patterns for Prompts | Monitor Comprehension Questions | Monitor Comprehension Questions | Which is more important for survival: physical strength or mental strength? Why? | Language Frames | Language Frames |
| Patterns for Responses | Sentence Frames | Sentence Frames | Opinion Chart | Language Frames | Language Frames |
| **Topic Specific Vocabulary** “Bricks” | | confirm, confuse | event, related  Time Words | In my opinion…  Agree / Disagree | adverbs | adverbs |
| Instructional Sequence | |  |  |  |  |  |
| **Warm-Up** | | \* Do the parts of a system work together or by themselves?  \* Which is a danger, a dry floor or a wet floor? Why? | \* What do your blood vessels do to help you survive?  \* Do you perspire when you play sports? | Think, Pair, Share: Do you think physical or mental strength is more important? | Read and write the content objective. | Read and write the content objective. |
| **I Do** | | Explicit Instruction  Think Aloud | Explicit Instruction  Think Aloud | Explicit Instruction  Example | Explicit Instruction Examples | Explicit Instruction Examples |
| **We Do** | | Read the Text | Read the Text  Sequence Chart | Examine and Discuss Student Model | Interactive Oral and Written Practice | Interactive Oral and Written Practice |
| **You Do** | | Word Chart to Determine Word Meanings | Reread and Retell | Opinion Paragraph | Grammar Book | Grammar Book |
| **Closure** | | \* Why does the author use the words “your teacher is out hunting”?  \* What does your circulatory system do when you sense danger? | \* Why is Rulon Gardner called a survivor?  \* What circumstances did Gardner decide to accept? | Share your paragraph with a partner. | Add an adverb to each sentence:  \* The dog barks \_\_\_\_\_\_\_.  \* We will go to the movies \_\_\_\_\_\_\_\_. | Add an adverb to each sentence:  \* Let’s play \_\_\_\_\_\_\_\_\_.  \* I will go \_\_\_\_\_\_\_\_\_. |